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Anecdotal evidence suggests that college faculty members are highly involved in student protests but there is little systematic data available to support or refute this contention. The current study was undertaken to document and assess the participation of faculty in student unrest phenomena. This report contains a summary of administrators' perceptions of the topic. Information was derived from responses to mailed questionnaires sent during 1968 to academic deans at 281 colleges and universities. The institutional sample was diverse; percentages were weighted in order to obtain population estimates. It was found that student protests occurred at slightly more than half the sampled institutions. Faculty representatives had a major role in administrative planning to deal with protests at about 25%, and provided information about the protest to the administration prior to the event in an equal number of cases. Faculty involvement with planning a protest was associated with occurrence of more peaceful types of demonstrations; correlations of faculty (or teaching assistant) planning and participation were smallest with physically violent and physical obstructionist protests. Faculty members were perceived as sympathetic supporters of protesters at about half the institutions and took leadership roles at 11%. Few deans felt that relations between faculty and administration had deteriorated as a result of the protest. The data indicate that some restructuring of faculty-administrative relations is warranted or desirable. (JS)

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THE FACULTY ROLE IN CAMPUS UNREST

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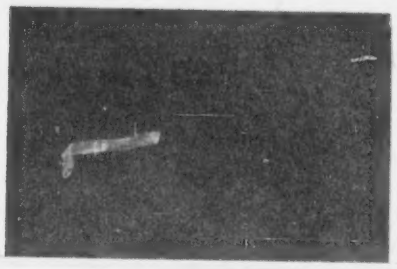

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The Faculty Role in Campus Unrest[1]

Robert F. Boruch
American Council on Education

Recent empirical studies of student unrest have emphasized two factors relevant to college and university faculty: so-called "faculty issues" and attributes of the college environment, which include faculty behavior and attitudes. Typically, these research investigations contain information which either states or suggests that faculty members influence campus unrest. However, few systematic assessments based on substantial data have been undertaken, and the directions and magnitude of faculty influence are uncertain.

In speaking of faculty issues, Peterson (1968) reports that during 1964-65, student demonstrations at 169 universities had arisen over a particular faculty member or group of faculty. At 18 institutions, the issue appeared to be academic freedom, and at 18 colleges, existing faculty tenure policies were the object of discussion.

Perhaps less directly relevant are the annual freshmen surveys conducted by the Office of Research, American Council on Education. These data reinforce the impression that students are forming opinions which have direct implications for faculty behavior. Some 64 percent of the entering freshmen in a representative sample of 300 institutions indicated that they think faculty salaries should be based on student evaluations.

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[1] The writer is indebted to Laura Kent and Olive Mills for editorial aid in preparation of this paper. Writing of the report was supported, in part, by National Institute of Mental Health Grant 1 R12 MH17 084-01, Alexander W. Astin, Sponsor.

Eighty-eight percent said that students should have a major role in the design of curriculum (Creager, Astin, Boruch, and Bayer, 1968).

Astin (1968) found that certain college variables related to the students' perceptions of faculty behavior are important in predicting the likelihood of their protesting against administrative policies. The likelihood of such demonstrations is increased at colleges where there is little organization in the class, little faculty-student involvement in class, and a high degree of intellectual snobbishness. Sasajima, Davis, and Peterson (1968), using a more detailed questionnaire and a smaller sample, report that "...protest, in general, does not flourish in academic environments with forces toward conventional behavior and cohesiveness among faculty and students." Peterson and Centra (1969) have conducted more detailed analysis of this sample data, incorporating measures of environmental factors in their examination. They maintain that student perceptions of "ill feelings" between faculty and administrators, "faculty liberalism," and "institutional inattention to teaching" all substantially contribute to predicting student protests about faculty difficulties.

There is no definitive information on the nature and extent of direct faculty participation in the campus protest phenomena. Current empirical studies are directed largely toward assessing faculty aspirations and achievements (see Parsons and Platt, 1967). Occasional references to faculty participation (notably Crisis at Columbia, 1968) are made in studies of specific institutions.

Anecdotal evidence (occasionally of questionable reliability) has been used to support the allegation that the faculty is highly active in student protests. Such data has prompted a few authors to systematize

possible reasons for faculty unrest. Lipset (in Altback, 1968), for example, suggests that the relatively recent movement of liberals into the university systems has resulted in the development of an environment which "presses students to the left." He maintains that such administrative goals as emphasis on publications or on the acquisition of distinguished scholars have effectively induced faculty to cooperate with or support students in action against incumbent administration or prevailing administrative policies.

The mass media is the most recent source of reports on the faculty's part in student activism. These commentaries contain little detail and are usually immune to refutation. They do, however, contain impressionistic information which is helpful in generating hypotheses. Ways (1969), for example, alleges that a substantial portion of faculty feel empathy for the student protests. He also suggests that, as a result of demonstrations, the faculty's reputation suffers and the worth of the institution is called into question. He presents no empirical data, but his perceptions appear to be amenable to more systematic support or contradiction.

The purpose of the current study is to document and assess the participation of faculty in student unrest phenomena. This report contains a summary of administrators' perceptions of the topic. Further work, based on administrative faculty and student reports, is currently being conducted.

Survey Design and Limitations

Information was derived from responses to mailed questionnaires sent out during 1968, and published under American Council on Education

letterhead, by Durward Long and Julian Foster. The authors created the questionnaire during their participation in the ACE Academic Administration Internship Program (Creager, 1966).[2]

The respondent group included academic deans who furnished retrospective reports of various campus unrest situations. To the extent that the deviations of the responses from the actual situation were random, the aggregated data furnish an accurate characterization of the phenomena under examination. Questionnaire items concerned events which occurred during the academic year 1967-68. There is strong anecdotal and systematic evidence that the various attributes of campus unrest--particularly substantive issues and the tactics of protest (Peterson, 1968)--change rapidly over time. Insofar as this observation is true, it is difficult to make inferences from these data to the current level of activity. The data provide an opportunity for informative description and a reasonable basis for prediction of trends, however.

To the extent that survey questions are unambiguous and the sample size large, the instrument can be regarded as a reliable measure of administrative perceptions. For example, note that reference is made to "faculty" and "teaching assistant" without additional qualification. Faculty members may be primarily teaching or research personnel; their tenure status is unknown; their age ranges are unspecified. Further studies are required to obtain a fuller understanding of such factors in campus environments. Some anecdotal and journalistic information is available to

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[2]Professors Durward Long and Julian S. Foster are currently at the University of Wisconsin, Madison, and California State College at Fullerton, respectively. They are now writing a book based, in part, on the results of the questionnaire.

clarify the impact of these faculty attributes (e.g., Hechinger, 1969, New York Times). Further qualifications are provided in the context of specific percentage responses.

The basis for data presented in this paper is a group of 281 colleges and universities which participated in either National Science Foundation studies (Astin, 1965; Astin and Panos, 1969) or in the Cooperative Institutional Research Program of the American Council on Education (Creager, Astin, Boruch, Bayer, 1968). The institutions comprise 59 percent of the total number used in computing the ACE National Norms for college freshmen. In order to ensure that the sample would be representative of the national population of colleges and universities, weights for adjusting the sample statistics were computed using procedures described by Creager (1968). To allow meaningful inferences concerning the representativeness of the current sample, and to permit comparison of the results for these various subsamples, a classification of the institutions is presented below, together with those for the ACE Norm Group and for a sample used by Peterson (1968) in other recent research on student protests. Only the type of institution and the institutional representation within each category are given, since this information is most relevant to stratification sampling and to the level of campus unrest (see Astin, 1968, for example).

	Peterson Sample N=859	ACE Norm Group N=358	ACE Sample N=283
Two-year public & private colleges	0%	17.0%	6.68%
Technological institutions	3.2%	3.4%	Not Available
Public & private universities	23.5%	21.4%	22.7%
Catholic institutions	16.6%	12.0%	12.8%
Protestant institutions	22.2%	15.0%	18.8%
Four-year public colleges	8.6%	9.2%	11.7%
Four-year private colleges	17.0%	21.6%	23.8%

Note that the institutional percentages categorized by type conform generally to Peterson's data (1968). The major exception of this statement is that he excluded all two-year colleges. The current sample composite approximates the ACE Norm Group. The differences between these two samples occur with respect to two-year public and private institutions and technological institutions; consequently universities and four-year colleges are overrepresented in the current sample. The rough comparability of the samples suggests that cross-research comparisons can be meaningful. Some biases in the current sample are attributable to the nonresponse of the smaller colleges and the two-year institutions, which probably have not experienced much protest activity. Therefore, the estimates of the percentage of institutions in the population at which protests occurred are somewhat inflated. For those institutions at which protests did occur, the data provided in this paper are reasonably accurate.

Percentages for both the initial sample (281 institutions) and the estimated population sample (2,285) are presented below for the sake of comparison and assessment of the sampling design weights. The weighted percentages will, of course, generally be the more accurate.

Percentage Data

Table 1 contains percentages of administrators' affirmative responses to the various questions, conditional on a demonstration having occurred at the institution. Note the "demonstration" includes formal diplomatic protest (e.g., petitions), as well as the more obstructive or destructive varieties of behavior. Demonstrations occurred at 181 of the 281 institutions in the original sample. Level of intensity of the protest is not shown for this analysis, but in the majority of cases, it consisted of peaceful marches, gatherings of students, and other diplomatic forms

(83 percent of the total number).

At many institutions, the faculty were involved with the administration in planning response to a possible protest. However, in more than 80 percent of the cases, administrators said that the faculty had no such influence in formal planning, nor were they represented on planning committees. The nature of their participation in the formal planning included merely nominal as well as substantial influence. The faculty supplied the administration with information relevant to planned protests at approximately one quarter of the institutions. Possibly this information was acquired at formal planning committees, such as those just mentioned. Its substance and value cannot be determined from this survey data.

That the weighted percentage for the faculty's supplying information was larger than the percentages relevant to including faculty in administrative planning is likely to be a function of the various types of colleges under examination. It is reasonable to assume that information is available on an informal basis at all institutions, but at larger institutions formal communications at committee meetings are more frequent.

More than half of the administrators felt that some faculty were involved in planning the demonstration. The incidence of perceived faculty-protester involvement is substantially higher than the perceived faculty-administration interaction in committees dedicated to planning for a protest.

The figure for participation is ambiguous insofar as the exact number of faculty who were active within a particular institution was not specified. Moreover, the desirability (to the administrator) of such faculty participation has not been documented. Conceivably such behavior by some faculty actually moderates the intensity and tactics of a protest.

In addition, the role of an active faculty member may change substantially during the course of events, and this change may--as some journalistic evidence suggests--be the rule rather than the exception. For example, a faculty member may serve as a consultant of sorts, especially in channeling students' tactics in the early stages of a peaceful protest; later events may force him to mediate or to oppose the protest.

The frequency of perceived teaching assistant involvement in planning the protest must also be regarded with some qualification. Approximately 42 percent of the sample included colleges which do not have graduate departments; this situation alone depressed the teaching assistant percentage relative to incidence of faculty participation. Also, the teaching assistant is generally less visible to the administrator than is the faculty member, and this lack of interaction may further bias the administrator's response.

At a few institutions, administrators were perceived as being involved in the planning stages. A substantial portion of these colleges are probably smaller institutions. Administrative participation at larger institutions may be typified by a recent protest at a western college. In this instance, "middle management" administrators helped develop a plan to object formally to certain campus and city restrictions on alcoholic beverage consumption.

The character of alleged faculty and teaching assistant participation in protest activity is interesting. Sympathetic support was apparently the predominant form of participation, for both groups, at all the institutions sampled. At nearly half, faculty appeared to take this position. One-fourth of the administrators indicated teaching assistants played similar roles. Administrators suggested that some faculty members

were actually leaders in approximately 9 percent of the colleges, and teaching assistants appeared to be leaders in only about 5 percent. At a small number of colleges, the faculty and teaching assistants were said to have engaged in behavior which violated some civil law; 3 percent of the administrators said that some faculty were so involved, and 2 percent reported some similar involvement on the part of assistants. It should be remembered that the levels and types of participation as indicated by administrators, may differ from those acknowledged by faculty members or students. In addition, members of nonsympathetic or nonparticipating groups have attitudes which range from indifference to complete opposition to a particular protest. Further research would be helpful in examining such hypotheses, at least insofar as it might clarify the roles of less visible participators who have been virtually ignored in this research and in most anecdotal accounts of campus protests.

The perceived incidence of reprimands and suspensions of faculty or teaching assistants was small (less than 1 percent of all institutions having protests). Their paucity is, of course, a function of the type of protest activity considered. Insofar as violent behavior and physical obstructionism characterized only a minority of protests, this small percentage is reasonable. Reprimands also depend on the administration's knowledge of faculty participation in events about which detailed or unambiguous information is difficult to acquire.

The data on faculty-administration relations and on the institution's attractiveness to faculty suggest that administrators saw protests as having no detrimental effects, even though they acknowledged the faculty gave substantial (though minority) sympathetic support. The situation may be explained by the biases of the administrators or by the

nature of the activity. If the protests are non-violent (as most of them are), the events may be regarded as one attribute of an intellectually stimulating environment. Their occurrence, in this context, can perhaps enhance an institution's attractiveness to faculty and administration. It is also possible that neither beneficial nor detrimental effects relevant to these questionnaire items develop from protest activities. The plausibility of these alternatives varies from campus to campus, of course.

Administrators at a few institutions indicated that faculty resolutions were carried as a result of protests. The majority of resolutions consisted of statements of approval for substantive issues rather than approval of protest tactics. Approving commentary on tactics was made at a fair percentage of the institutions which passed resolutions. No official resolutions were adopted at the majority of institutions. At only 16 of the 181 colleges have such resolutions been made. This lack of formal action is likely to be a function of the intensity of the protest as well as of administration-faculty relations and practices. These estimates are probably inaccurate in that small colleges where protests occurred were more likely to respond to the questionnaire than were small colleges where no protests occurred.

At those institutions where a fairly well-defined period of high protest activity (i.e., a climactic event) could be delineated, some faculty and students together were perceived to be involved in planning the event. The majority of climactic events were characterized by student petitions, peaceful marches and picketing, and special deputations to negotiate student grievances. Some members of faculty were reported to be major influences in fewer instances than were students.

The substantive issues involved in protests provide a reasonable

basis for comparing the current study with others. In particular, the Peterson (1968, p. 36) data constitute an interesting frame of reference, insofar as the attributes of the two samples are similar. Any such comparison, however, are complicated by differences in the nature of the information solicited for this study and for the Peterson survey. Specifically, the latter inquired about incidence of protests over each in a list of issues, across all institutions. In the ACE Data Bank Sample, only the issue relevant to the significant protest activity (where "significance" is indicated by an administrator) within an institution was considered. The two sets of functionally similar (but not identical) data can be compared: frequency of all issues across all institutions and frequency of issues which figured in the highest level of protest activity.

One important qualification that must be made for both sets of data involves the time element. Substantive protest issues are changing over time, and to the extent that change is slow, the data are informative. Peterson (1968) indicated the nature of the change by reporting data acquired in 1965 and then in 1968. The most frequent issue changed from civil rights to government policy in Vietnam. The current ACE data include information related to events occurring during 1967-68 academic year and are comparable, in a restricted sense, to the Peterson data.

Table 2 contains data relevant to administrators' perceptions of the frequency of various issues for the ACE unweighted and weighted samples of institutions at which high-level protests occurred. Table 2 also includes information from Peterson (1968) for those issues which are most nearly similar to the issues considered in the current study. The following inferences may be made from the data.

The frequency of occurrence of all issues is lower in the ACE

data than in the Peterson survey, probably because of the differences between the surveys. Across all institutions and issues, the Peterson data suggests that the two most frequent topics for protest were the Vietnam War and living group regulations. For those protests in which many students were involved or intensity ran high, the same two issues were involved. There may be an interaction of issue and protest significance, since the rank order was reversed in the respective samples, though this difference and others may be attributable to chance or small differences between samples. The next most frequent issues that provoked protest across all institutions were civil rights and student involvement in policy decisions. However, the issues that aroused the most violent widespread dissent were more likely to be the presence of military or commerical recruiters on campus. Perhaps these issues receive considerable popular support or perhaps they are especially visible and involve intense confrontations. On a small percentage of campuses, curriculum, controversial visitors, and censorship were associated with significant protests. However, these issues, compared with other issues, only infrequently appeared as provocative either of national protest or of significant protest.

Although the data are not definitive the evidence suggests that there is a relation between frequency and intensity of protest. The more frequent are also the more significant, according to respondents, although the violence of protests directed against less common issues depends on the specific issue. These observations suggest that some awareness of specific issues and of the degree to which they are associated with significant protests is important in negotiations with demonstrators. The more crucial issues, with respect to potential problems involved in protest events, may warrant treatment different from the more frequent issues.

Correlation Data

Correlational matrices, which provide convenient arrays for summarizing relations among responses to various questions, were constructed from the sample data. Although only linear statistical relations were considered, the indices give some consistent information for a static description of associations among variables.

Because these data are static, unambiguous inferences about causality are not possible. However, some plausible alternative hypotheses can be considered (Campbell and Stanley, 1963). Insofar as specific institutional characteristics are relevant to particular protests, the likelihood or feasibility of a given hypothesis is, of course, altered.

Faculty as a Source of Information

Prior information concerning student activities in preparation for a protest or demonstration are obviously important in the administration's planning to handle such an event, and, of course, in determining the outcome or nature of the occurrence. Of those institutions in which protests occurred, 26 percent reported that the faculty provided some information prior to any significant activity.

Table 3 shows the correlations between prior availability of information and certain other variables. Note that access to information appeared to be unrelated to faculty strength in formulating policy at the institution, to the existence of faculty committees for processing student grievances, and to the existence of faculty-student forums. Formal discussion by administration and faculty in planning strategies of response to protests was only slightly related to the faculty's providing information. On the other hand, when the faculty was involved in planning the protest, it was likely that information was supplied to the administration.

The variable was also related to the faculty's giving sympathetic support to demonstrators. Teaching assistant behavior conforms generally to this pattern.

There are better than chance relations between the faculty's providing advance knowledge and the nature of the protest activity. Diplomatic protests and demonstrations not involving physical destruction or violence were slightly related to this variable, as were resolutions by trustees approving protest tactics.

It is suggestive that so little information comes through official channels. Other modes of communication are probably more widely used, and, indeed, these data suggest that formal liaison is the most effective method. Faculty participation in protests appears to be associated with such liaisons. Insomuch as direct communication between protesters and administrators prior to protest activities is desirable, this source of information could be utilized profitably. Its usefulness may be further enhanced if faculty involvement is consistently associated with more orderly protest behavior. Moreover, this prior information might provide insights for channeling faculty, administrative, and student efforts to alter the educational enterprise.

Faculty and Teaching Assistants as Planners of Protests

The correlations of administrators' perceptions of faculty participation in planning protests with other variables are shown in Table 4. Analogous information about teaching assistants (for better-than-chance correlations) is given in Table 5. The data may invite hypotheses about causality, but it is important to note that such inferences are generally unwarranted.

Perceived faculty participation in planning protests was related

to the intensity and to the nature of the protest. The corresponding correlations for teaching assistants were of a higher magnitude. Specifically, faculty participation was related more to demonstrations characterized by physical but nonobstructive activity or to diplomatic protest, rather than to the more violent variety. Teaching assistants were perceived to be generally more active in the sense of taking leadership roles and also to be involved in somewhat more violent or obstructive behavior. It may be conjectured that when faculty are included in planning sessions, the intensity of the demonstration is effectively modulated. An alternative hypothesis is that the planned student group action or the protest issue was not offensive to faculty sensibilities. Further documentation of the sequence of events is required, however, to clarify these and other possibilities.

Perceptions of the nature of the participation were consistent with the other data. That is, faculty were perceived as being leaders, sympathetic supporters, etc., as were graudate teaching assistants. The extent to which these perceptions are the function of a "halo" effect, rather than representation of actual faculty behavior, is unknown.

With respect to substantive issues (see Table 6), alleged faculty planning appeared to be more closely related to U.S. government policy in Vietnam than to other issues. Student involvement in Black student demands academic governance, and hiring practices were much less closely associated with faculty activism. The role of teaching assistants was somewhat different. The largest relationship occurred with the issue of student involvement and the next largest with the censorship issue. Note that the issues were those which led to significant protests and that the frequency of incidence of such issues may be confounded with the intensity (i.e., significance) of the event. That is, the extent and nature of faculty and

teaching assistant participation in significant protests may be a function of the issues, as well as of other variables.

Faculty Influence in Policy Making and Their Participation in Protests

There appeared to be no relation (beyond chance) between protest activity and the influence of faculty or students in policy making at the institutions in this sample. That is, formal inclusion of faculty in policy decisions seems irrelevant to protest behavior.

Protest incidents were correlated slightly with the existence of faculty committees for processing requests of the student government. The relation was small, but above the chance level. One possible explanation is that protest groups generally reject the procedures of the Establishment. In other words, although student governments are a channel for making demands, protest groups do not use this avenue of approach. An alternative explanation is simply that protest behavior generally occurs at the larger institutions where there are faculty committees to consider requests.

Correlation with Protest Activity

	N	r
Student important in policy making	283	.01
Faculty important in policy making	283	.11
Faculty committee for processing student demands	283	.25*
Open forums of faculty and students	283	.04

Again, the responses of administrators to these questions may disagree with the responses which might be supplied by the faculty themselves. Specifically, their respective perceptions of faculty influence or lack of it might differ. In this case, few administrators indicated that faculty or students played major roles. Judging from these few cases, there does not appear to be any association between the variables considered and the occurrence of a protest.

Summary and Discussion

During 1967-68, significant student protests occurred at slightly more than half the institutions in the sample of 281. The institutional sample was diverse; percentages were weighted in order to obtain population estimates. The majority of the demonstrations were characterized by nonviolent behavior: e.g., petitions and rallies. About 8 percent experienced some physical violence or obstructionism. For institutions at which some kind of protest occurred, the retrospective reports of college administrators were tabulated and analyzed.

Faculty representatives had a major role in the administrative planning to deal with protests at approximately a quarter of the institutions. Faculty members provided information about the protest to the administration, prior to the event, in an equal number of cases. Perceived faculty involvement in planning a protest was associated with the occurrence of more peaceful types of demonstration: physical and unobstructive or diplomatic protest. The correlations of faculty planning and participation were smallest with physically violent and physical obstructionist protests. These generalizations were reflected in data on teaching assistants as well.

Faculty members were perceived to be sympathetic supporters of protesters at about half the institutions at which protest occurred. They took leadership roles at 11 percent. The supplying of prior information by faculty to administration was correlated highly with (a) perceived faculty involvement in planning the protest and (b) perception of the faculty's sympathetic support of protesters.

Only 7 percent of the administrators felt that relations between faculty and administration had deteriorated as a result of the protests. They acknowledged no decrease in the attractiveness of their institution

to potential faculty members.

At some insitutions, the faculty passed formal resolutions, dealing with protest tactics (16 colleges) and substantive issues (27 colleges), after a protest had occurred. Approval of tactics was expressed at 38 percent of the colleges in the first group. Faculty at 70 percent of the institutions passing faculty resolutions supported the students on substantive issues. Students passed resolutions at 16 institutions and trustees at 18. The approval of protest tactics by both these groups was most highly correlated with the faculty's making available information.

It would seem that some restructuring of administrative-faculty relations may be warranted or desirable. Although somewhat ambiguous, the data do provide a basis for this suggestion. Substantial numbers of students, even freshmen, acknowledge an interest in participating in decisions in areas traditionally allocated to the faculty (e.g., curriculum and hiring policies). In addition, many of the issues currently common (especially Vietnam) on the campuses meet with substantial sympathetic support from the faculty, a notable percentage of whom are also leaders or participators in planning protest activities. On the other hand, they are less apt to cooperate formally or to collaborate with the administration. When they pass information about protests, they do so by informal means rather than through committee discussions. They are less likely to have a major influence on planning for a protest than to give sympathetic support to demonstrators. The possibility that increased liaison between faculty and administration may temper the level of protest cannot be ignored. At the very least, information provided by interested faculty members early in the course of a protest may increase the collective abilities of administrators, faculty, and students to deal with the issues in question.

Although additional faculty involvement in administration may be desirable, faculty may not be prepared to expend the necessary time to become involved. A substantial body of evidence suggests that faculty members approve of their having a stronger voice in academic governance, but this approval is somewhat gratuitous in that they may have no real interest in participation. In addition, the individual biases of faculty, of administrators, and of faculty members in administrative positions may present further difficulties.[3] Insofar as the institutional function is the process of education, and faculty-administration cooperation is impeded under crucial circumstances (e.g., violent demonstrations), perhaps the current system is in need of restructuring.

This current paper leaves some important questions unanswered. What is the specific nature of faculty participation during a protest? Are these stereotypical changes in role? How can such changes be measured? More information on the relative impact of faculty involvement with students and with administrators during the course of a protest should be acquired. Research, through questionnaire surveys and intensive interviews, is currently being conducted by the American Council on Education. The results should provide some base-line data from which plausible inferences can be drawn.

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[3]American Alumni Council, "Who's in Charge?" Special Report, Editorial Projects for Education, Washington, D. C., 1969.

Table 1

Percentage of Affirmative Responses

(Original and Weighted Sample)

Questionnaire Item	Unweighted		Weighted	
	N	%	N	%
1. No significant protest occurred during 1967-68	181	0	1220	0
2. Faculty supplied prior information about protest movement	181	23	1220	26
3. Formal administrative planning for protest included faculty committee	181	22	1220	17
4. Formal administrative planning included major role for faculty representative	181	23	1220	17
5. Faculty involved in planning of protest	181	50	1220	53
6. Teaching assistants involved in planning protest	181	20	1220	3
7. Administration members involved in planning protest	181	9	1220	12
8. Faculty member participated in protest activity				
Leaders	181	11	1220	9
Law Violators	181	7	1220	3
Sympathetic supporter	181	50	1220	49

Table 1

(con'd.)

Questionnaire Item	Unweighted		Weighted	
	N	%	N	%
9. Teaching assistant participated in protest activity				
Leaders	181	8	1220	5
Law Violators	181	6	1220	2
Sympathetic supporter	181	28	1220	21
10. Faculty or teaching assistant reprimanded	181	2	1220	(.6)
11. Faculty or teaching assistant suspended	181	(.5)	1220	(.3)
12. Faculty-administration relations deteriorated as a result of the protest	181	0	1220	0
13. Institution less attractive to potential faculty as a result of protest	181	38	1220	54
14. Resolutions passed by faculty approving protest tactics	16	63	153	69
15. Faculty involved in origin of climactic event, with students	13	31	71	28
16. Faculty involved in origin of of climactic event, rather than student	8	13	64	23

Table 2

Protest Issue Comparisons

	All Protest Issues	Highest Level Protest Issues	
	Peterson Data N=859	ACE Data	
		Unweighted N=181	Weighted N=1220
	%	%	%
Vietnam War	38	15	15
Living Group Regulations	34	17	18
Civil Rights	29	10	7
Student Involvement in Academic Governance	27	8	9
Draft	25	1	1
Military Recruiter	25	14	8
Commerical Recruiter	20	15	9
Censorship	10	1	2
Controversial Visitors	8	2	3

Table 3

Correlations of Faculty's Providing Information About Protest with Selected Variables:

		N	r
1	Faculty important in policy making	281	.01
2	Faculty committee for processing student demands	281	.04
3	Administrative planning for protest included formal discussion with faculty	281	.17*
4	Perceived faculty involvement in planning protest	281	.45*
5	Perceived teaching assistant involvement in planing protest	281	.34*
6	Faculty member participation in protest activity--Sympathetic support of protest	281	.38*
7	Teaching assistant participation in protest activity Sympathetic support of protest	281	.34*
8	Physical but nonobstructive protest during 1967-68	281	.28
9	Diplomatic protest	281	.14
10	Resolutions passed by students (approval of protest tactics)	16	.55*
11	Resolutions passed by trustees (approval of protest tactics)	18	.66*

* In this table and succeeding tables, asterisks designate statistical significance at the .05 level.

Table 4

Correlations of Perceived Faculty Involvement in Planning Protests with Selected Variables

	N	r
Intensity of Protest		
Violent	281	.00
Physically obstructive	281	.18 *
Physical, but nonobstructive	281	.36 *
Diplomatic	281	.29 *
Teaching Assistant Involvement in Planning Protest	281	.37 *
Nature of Perceived Faculty Participation		
Leaders	281	.40 *
Law violators	281	.25 *
Sympathetic supporters	281	.64 *
Nature of Perceived Teaching Assistant Participation		
Leaders	281	.31 *
Law violators	281	.24 *
Sympathetic supporters	281	.37 *
Faculty-Administration Relations Deteriorated	280	.19 *
Administration-Student Relations Deteriorated	280	.19 *

Table 5

Correlations of Perceived Teaching Assistant Involvement in Planning Protests With Selected Variables

	N	r
Intensity of Protest		
Violent	281	.16 *
Physically obstructive	281	.25 *
Physical, but nonobstructive	281	.27 *
Diplomatic	281	.13 *
Nature of Perceived Teaching Assistant Participation		
Leaders	281	.62 *
Law violators	281	.50 *
Sympathetic supporters	281	.65 *

Table 6

Correlations of Perceived Faculty and Teaching Assistant Participation in Planning Protests with Demonstrations Involving the Following Issues

		Faculty	Teaching Assistant
	N	r	r
1. Government Policy in Vietnam	281	.34 *	.3
2. Black Student Demands	281	.16 *	.09
3. Student Involvement in Academic Governance	281	.17 *	.24 *
4. Faculty Hiring, Tenure, Promotions	281	.15 *	.03
5. Censorship	281	.12 *	.22 *

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